

2018 Instructional Material Summer Review Institute
Grade K-12: Science Instructional Material
Review Team Appraisal of Title – K-12 Science Education

This information is provided for local school boards and governing authorities of charter schools to consider in their selection process to meet the needs of their student population.

Text Title:	Exploring Science Grade 5 K	Publisher:	National Geographic Learning/Cengage
Course:	Science	Grade Level:	Kindergarten
SE ISBN:	9781305455375	TE ISBN:	9781305109971
SW ISBN:			

SECTION 1 – NM Content Standards, Benchmarks and Performance Standards

Reviewer # and Section 1 Total: #7 TOTAL 90.62% #8 TOTAL 91.67% #9 TOTAL 94.70%
Average Score: 92.33%

Review Team Assessment of material’s compliance with Section 1:
The Kindergarten material is aligned to the standards.
The format, structure, and questioning displayed higher order of thinking skills.
It models the gradual release of responsibility, which is essential at the kindergarten level.
The images were vivid, engaging, and culturally diverse.
The big books are offered in English and Spanish, which gives an equal opportunity for all students to learn intended content. Other resources are offered in Spanish as well.
At this grade level, academic language is utilized and supports the program.
Lessons had opportunities for writing components to support students’ knowledge and learning.
There were some mathematical connections supported by CCSS.
The cited materials that we were given lacked embedded technology to enhance student engagement and enriched learning.

SECTION 2 Publisher’s Criteria

Reviewer # and Section 2 Total: #7 TOTAL 88.46% #8 TOTAL 88.46% #9 TOTAL 88.46%
Average Score: 88.46%

Review Team Assessment of material’s compliance with Section 2:
An issue with the occurrences is when publisher enters N/A the reviewer is required to give it a score of a zero. Teachers guide was easy to follow and the lessons and content made many connections to prior learning. The cited materials that we were given, lacked in the embedded technology to enhance student engagement and enriched learning. ELL materials are more evident, but some of the translations were inaccurate.

Reviewer Comments

Reviewer #: 7 Reviewer Background: Reviewer 7 has been teaching for 11 years and has been teaching science for 7 of those years.

Comments: This program met all the expectations needed. The program was well organized and scaffolded for kindergarten level. The big books were vivid and culturally diverse for the grade level. As a Spanish and English dual language teacher I was disappointed on the Spanish component because I observed many irregularities between the languages and the translations. The use of academic language for kindergarten was appropriate and at a high level thinking.

Reviewer #: 8 Reviewer Background: Reviewer has been teaching 3rd grade for 6 years.

Comments: This grade band was well written and adequately supports Kindergarten science expectations. The questioning in the units encouraged a higher level of thinking for students. Connections to academic vocabulary was evident, and opportunities for writing was integrated into all lessons reviewed. The images in the big books are vivid and engaging. The supplemental materials are engaging and age appropriate.

Reviewer #: 9 Reviewer Background: Reviewer #9 has been teaching for 10 years and been a part of many science initiatives with school district.

Comments: This program met all expectations for the Kindergarten level and displayed higher order thinking skills for all students. Also, the images were vivid, engaging and culturally diverse. Big books are offered in English and Spanish which gives an equal opportunity for all students to learn intended content. Other resources are offered in Spanish as well. The use of academic language supports student learning and builds on their knowledge to effectively display proficiency in writing.

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Text Title:	Exploring Science Grade 5	Publisher:	National Geographic Learning/Cengage
Course:	Science	Grade Level:	5
SE ISBN:	9781285846378	TE ISBN:	9781305076952
SW ISBN:			

SECTION 1 – NM Content Standards, Benchmarks and Performance Standards

Reviewer # and Section 1 Total: #7 TOTAL 91.39% #8 TOTAL 90.4% #9 TOTAL 94.94%
Average Score: 92.24%

Review Team Assessment of material’s compliance with Section 1:
Team found that the Lexile level of text for student guide did not vary between fourth and fifth grade and is not at grade level, therefore the vocabulary support was sufficient and the use of academic language was minimal. Lessons were scaffolded well and allowed for extra support for sheltered instruction. Program connected to student’s prior knowledge and/or real world connections. There was ample examples that represented diversity through culture, color and race. Student activities were grade level appropriate. Students were given the opportunities to challenge their own work and thinking.

SECTION 2 Publisher’s Criteria

Reviewer # and Section 2 Total: #7 TOTAL 88.89% #8 TOTAL 88.89% #9 TOTAL 88.89%
Average Score: 88.89%

Review Team Assessment of material’s compliance with Section 2:
Team scored the following occurrences with zero’s because they were not visible or shown at the time of the review: technology, usability and rubrics. Rubrics lacked student exemplars which does not allow for students of all tiers of learning to have an equal opportunity to learn and or be assessed.

Reviewer Comments

Reviewer #: 7 Reviewer Background: Reviewer has 11 years of teaching and 7 of those years I have been teaching science and integration in LA and Math.
Comments:
Reviewer found that the fifth grade text was better aligned than the other grade levels. In most parts it did meet the criteria needed for fifth grade. The materials reviewed showed evidence of academic vocabulary support and opportunities for writing/recording of data; however, use of academic language was minimal. Lexile level remains to be low which is not beneficial for the students. The occurrences highly supported student learning and thinking, which allows students to take ownership of their own learning. Questions and student activities are designed with students in mind.

Reviewer #: 8 Reviewer Background: Reviewer has been teaching 3rd grade for 6 years.

Comments: The lessons were well scaffolded and provided support for all learning levels. After reviewing the citations noted, it was noted that the questioning for students allowed for higher level thinking and relates well to the "Asking and Answering Questions" standards. The Bloom's Taxonomy level reached deeper levels in this grade band of materials. The student experimentation pieces are engaging activities and are age/grade appropriate. There are no citations relating explicitly the use of technology to enhance student learning. The materials reviewed showed evidence of academic vocabulary support and opportunities for writing/recording of data; however, use of academic language was minimal. The Lexile level for this material is at a 5th grade expectation. The lessons allowed for numerous opportunities of cooperative learning and sharing of ideas and findings. Opportunities for assessment were available and included clear, concise rubrics; however, no student exemplars were evident. Materials also include Spanish text component for ELL students.

Reviewer #: 9 Reviewer Background: Reviewer had been teaching at the elementary level for ten years and is involved in many science initiatives within school district. Reviewer has also been part of a science teacher cadre for the last four years.

Comments: Reviewer found that many of the page numbers referred to in the citations were lacking the appropriate information needed to score appropriately. Also on some citations there was nothing to reference or N/A was plugged in which automatically the reviewer is required to enter (N) or (0), and on that particular PE the overall score was a zero. The reading Lexile was fifth grade appropriate. The occurrences highly supported student learning and thinking, which allows students to take ownership of their own learning. As far as the technology pertaining to the program, in these particular occurrences it would be helpful if publisher made reference to online components to support the program. Student rubrics are basic and available, but would be helpful for students and teachers if there were student exemplars available to allow the students to be aware of expectations more explicitly. The overall program at the fifth grade level is more closely aligned to standards and does elicit higher order thinking skill for all student levels.